

The results of the 2015 assessment were published on December 6th, 2016. The 7 pages below are the cropped versions of the charts from the official report. The next administration of PISA is in fall of 2018. Results will be reported at the end of 2019.

Snapshot of performance in science, reading and mathematics

Countries/economies with a mean performance/share of top performers above the OECD average								
Countries/economies with a share of low achievers below the OECD average								
Countries/economies with a mean performance/share of top performers/share of low achievers not significantly different from the OECD average								
Countries/economies with a mean performance/share of top performers below the OECD average								
Countries/economies with a share of low achievers above the OECD average								
	Science		Reading		Mathematics		Science, reading and mathematics	
	Mean score in PISA 2015	Average three-year trend	Mean score in PISA 2015	Average three-year trend	Mean score in PISA 2015	Average three-year trend	Share of top performers in at least one subject (Level 5 or 6)	Share of low achievers in all three subjects (below Level 2)
	Mean	Score dif.	Mean	Score dif.	Mean	Score dif.	%	%
OECD average	493	-1	493	-1	490	-1	15.3	13.0
1 Singapore	1 556	7	1 535	5	1 564	1	39.1	4.8
2 Japan	2 538	3	7 516	-2	5 532	1	25.8	5.6
3 Estonia	3 534	2	5 519	9	9 520	2	20.4	4.7
4 Chinese Taipei	4 532	0	16 497	1	4 542	0	29.9	8.3
5 Finland	5 531	-11	3 526	-5	12 511	-10	21.4	6.3
6 Macao (China)	6 529	6	9 509	11	3 544	5	23.9	3.5
7 Canada	7 528	-2	2 527	1	10 516	-4	22.7	5.9
8 Viet Nam	8 525	-4	22 487	-21	19 495	-17	12.0	4.5
9 Hong Kong (China)	9 523	-5	2 527	-3	2 548	1	29.3	4.5
10 B-S-J-G (China)	10 518	m	19 494	m	6 531	m	27.7	10.9
11 Korea	11 516	-2	6 517	-11	7 524	-3	25.6	7.7
12 New Zealand	12 513	-7	9 509	-6	13 495	-8	20.5	10.6
13 Slovenia	12 513	-2	11 505	11	19 510	2	18.1	8.2
14 Australia	13 510	-6	12 503	-6	20 494	-8	18.4	11.1
15 United Kingdom	14 509	-1	9 498	2	11 492	-1	16.9	10.1
16 Germany	14 509	-2	12 509	6	15 506	2	19.2	9.8
17 Netherlands	14 509	-5	15 503	-3	22 512	-6	20.0	10.9
18 Switzerland	15 506	-2	20 492	-4	8 521	-1	22.2	10.1
19 Ireland	16 503	0	4 521	13	16 504	0	15.5	6.8
20 Belgium	17 502	-3	13 499	-4	12 507	-5	19.7	12.7
21 Denmark	17 502	2	14 500	3	14 511	-2	14.9	7.5
22 Poland	18 501	3	10 506	3	16 504	5	15.8	8.3
23 Portugal	18 501	8	15 498	4	22 492	7	15.6	10.7
24 Norway	19 498	3	8 513	5	17 502	1	17.6	8.9
25 United States	20 496	2	16 497	-1	31 470	-2	13.3	13.6
26 Austria	21 495	-5	14 485	-5	21 497	-2	16.2	13.5
27 France	21 495	0	23 499	2	18 493	-4	18.4	14.8
28 Sweden	22 493	-4	13 500	1	20 494	-5	16.7	11.4
29 Czech Republic	22 493	-5	17 487	5	22 492	-6	14.0	13.7
30 Spain	22 493	2	22 496	7	25 486	1	10.9	10.3
31 Latvia	23 490	1	21 488	2	26 482	0	8.3	10.5
32 Russia	24 487	3	18 495	17	20 494	6	13.0	7.7
33 Luxembourg	25 483	0	25 481	5	25 486	-2	14.1	17.0
34 Italy	26 481	2	23 485	0	23 490	7	13.5	12.2
35 Hungary	27 477	-9	29 470	-12	29 477	-4	10.3	18.5
36 Lithuania	28 475	-3	22 472	2	28 478	-2	9.5	15.3
37 Croatia	28 475	-5	27 487	5	32 464	0	9.3	14.5
38 CABA (Argentina)	28 475	51	28 475	46	33 456	38	7.5	14.5
39 Iceland	29 473	-7	24 482	-9	24 488	-7	13.2	13.2
40 Israel	30 467	5	26 479	2	31 470	10	13.9	20.2
41 Malta	31 465	2	33 447	3	27 479	9	15.3	21.9
42 Slovak Republic	32 461	-10	32 453	-12	30 475	-6	9.7	20.1
43 Greece	33 455	-6	30 467	-8	34 454	1	6.8	20.7
44 Chile	34 447	2	31 459	5	39 423	4	3.3	23.3
45 Bulgaria	35 446	4	37 432	1	36 441	9	6.9	29.6
46 United Arab Emirates	36 437	-12	36 434	-8	38 427	-7	5.8	31.3
47 Uruguay	37 435	1	35 437	5	35 418	-3	3.6	30.8
48 Rumania	37 435	6	36 434	4	41 444	10	4.3	24.3
49 Cyprus¹	38 433	-5	34 443	-6	37 437	-3	5.6	26.1
50 Moldova	39 428	9	42 416	17	40 420	13	2.8	30.1
51 Albania	40 427	18	46 405	10	44 413	18	2.0	31.1
52 Turkey	41 425	2	38 428	-18	40 420	2	1.6	31.2
53 Trinidad and Tobago	41 425	7	39 427	5	42 417	2	4.2	32.9
54 Thailand	42 421	2	43 409	-6	43 415	1	1.7	35.8
55 Costa Rica	43 420	-7	39 427	-9	48 400	-6	0.9	33.0
56 Qatar	44 418	21	47 402	15	47 402	26	3.4	42.0
57 Colombia	45 416	8	40 425	6	45 390	5	1.2	38.2
58 Mexico	45 416	2	41 423	-1	50 408	5	0.6	33.8
59 Montenegro	46 411	1	39 427	10	41 418	6	2.5	33.0
60 Georgia	46 411	23	48 401	16	46 404	15	2.6	36.3
61 Jordan	47 409	-5	44 408	2	53 380	-1	0.6	35.7
62 Indonesia	48 403	3	50 397	-2	52 386	4	0.8	42.3
63 Brazil	49 401	3	45 407	-2	54 377	6	2.2	44.1
64 Peru	50 397	14	49 398	14	51 387	10	0.6	46.7
65 Lebanon	51 386	m	51 347	m	49 396	m	2.5	50.7
66 Tunisia	51 386	0	55 361	-21	56 367	4	0.6	57.3
67 FYROM	52 384	m	53 352	m	55 371	m	1.0	52.2
68 Kosovo	53 378	m	55 347	m	57 362	m	0.0	60.4
69 Algeria	54 376	m	54 350	m	58 360	m	0.1	61.1
70 Dominican Republic	55 332	m	52 358	m	59 328	m	0.1	70.7

1. Note by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Notes: Values that are statistically significant are marked in bold.

The average trend is reported for the longest available period since PISA 2006 for science, PISA 2009 for reading, and PISA 2003 for mathematics.

Countries and economies are ranked in descending order of the mean science score in PISA 2015.

Source: OECD, PISA 2015 Database, Tables I.2.4a, I.2.6, I.2.7, I.4.4a and I.5.4a.

Snapshot of students' science beliefs, engagement and motivation

Countries/economies with values above the OECD average										
Countries/economies with values not significantly different from the OECD average										
Countries/economies with values below the OECD average										
	Mean science score	Beliefs about the nature and origin of scientific knowledge		Share of students with science-related career expectations				Motivation for learning science		
		Index of epistemic beliefs (support for scientific methods of enquiry)	Score-point difference per unit on the index of epistemic beliefs	All students	Boys	Girls	Increased likelihood of boys expecting a career in science	Index of enjoyment of learning science	Score-point difference per unit on the index of enjoyment of learning science	Gender gap in enjoyment of learning science (Boys - Girls)
		Mean index	Score dif.	%	%	%	Relative risk	Mean index	Score dif.	Dif.
	493	0.00	33	24.5	25.0	23.9	1.1	0.02	25	0.13
1	556	0.22	34	28.0	31.8	23.9	1.3	0.59	35	0.17
2	538	-0.06	34	18.0	18.5	17.5	1.1	-0.33	27	0.52
3	534	0.01	36	24.7	28.9	20.3	1.4	0.16	24	0.05
4	532	0.31	38	20.9	25.6	16.0	1.6	-0.06	28	0.39
5	531	-0.07	38	17.0	15.4	18.7	0.8	-0.07	30	0.04
6	529	-0.06	26	20.8	22.0	19.6	1.1	0.20	21	0.16
7	528	0.30	29	33.9	31.2	36.5	0.9	0.40	26	0.15
8	525	-0.15	31	19.6	21.2	18.1	1.2	0.65	14	0.06
9	523	0.04	23	23.6	22.9	24.2	0.9	0.28	20	0.26
10	518	-0.08	37	16.8	17.1	16.5	1.0	0.37	28	0.14
11	516	0.02	38	19.3	21.7	16.7	1.3	-0.14	31	0.32
12	513	0.22	40	24.8	21.7	27.9	0.8	0.20	32	0.03
12	513	0.07	33	30.8	34.6	26.8	1.3	-0.36	22	-0.03
13	510	0.26	39	29.2	30.3	28.2	1.1	0.12	33	0.16
14	509	0.22	37	29.1	28.7	29.6	1.0	0.15	30	0.18
14	509	-0.16	34	15.3	17.4	13.2	1.3	-0.18	29	0.43
14	509	-0.19	46	16.3	16.9	15.7	1.1	-0.52	30	0.25
15	506	-0.07	34	19.5	19.8	19.1	1.0	-0.02	30	0.17
16	503	0.21	36	27.3	28.0	26.6	1.1	0.20	32	0.09
17	502	0.00	34	24.5	25.3	23.6	1.1	-0.03	28	0.20
17	502	0.17	32	14.8	11.8	17.7	0.7	0.12	26	0.09
18	501	-0.08	27	21.0	15.4	26.8	0.6	0.02	18	-0.10
18	501	0.28	33	27.5	26.7	28.3	0.9	0.32	23	0.08
19	498	-0.01	35	28.6	28.9	28.4	1.0	0.12	29	0.27
20	496	0.25	32	38.0	33.0	43.0	0.8	0.23	26	0.21
21	495	-0.14	36	22.3	26.6	18.0	1.5	-0.32	25	0.23
21	495	0.01	30	21.2	23.6	18.7	1.3	-0.03	30	0.31
22	493	0.14	38	20.2	21.8	18.5	1.2	0.08	27	0.22
22	493	-0.23	41	16.9	18.6	15.0	1.2	-0.34	27	-0.06
22	493	0.11	30	28.6	29.5	27.8	1.1	0.03	28	0.11
23	490	-0.26	27	21.3	21.1	21.5	1.0	0.09	18	0.03
24	487	-0.26	27	23.5	23.2	23.8	1.0	0.00	16	0.07
25	483	-0.15	35	21.1	24.3	18.0	1.4	0.10	26	0.14
26	481	-0.10	34	22.6	24.7	20.6	1.2	0.00	22	0.24
27	477	-0.36	35	18.3	23.9	12.8	1.9	-0.23	20	-0.02
28	475	0.11	22	23.9	22.5	25.4	0.9	0.36	20	-0.14
28	475	0.03	32	24.2	26.8	21.8	1.2	-0.11	22	0.05
28	475	0.09	28	27.8	26.2	29.3	0.9	-0.20	15	-0.14
29	473	0.29	28	23.8	20.1	27.3	0.7	0.15	24	0.26
30	467	0.18	38	27.8	26.1	29.5	0.9	0.09	20	0.06
31	465	0.09	54	25.4	30.2	20.4	1.5	0.18	48	0.11
32	461	-0.35	36	18.8	18.5	19.0	1.0	-0.24	25	-0.02
33	455	-0.19	36	25.3	25.7	24.9	1.0	0.13	27	0.12
34	447	-0.15	23	37.9	36.9	39.0	0.9	0.08	15	-0.09
35	446	-0.18	34	27.5	28.8	25.9	1.1	0.28	17	-0.16
36	437	0.04	33	41.3	39.9	42.6	0.9	0.47	22	-0.02
37	435	-0.13	27	28.1	23.8	31.9	0.7	-0.10	16	-0.07
37	435	-0.38	27	23.1	23.3	23.0	1.0	-0.03	17	-0.05
38	433	-0.15	33	29.9	29.3	30.5	1.0	0.15	29	0.06
39	428	-0.14	37	22.0	22.5	21.3	1.1	0.33	22	-0.17
40	427	-0.03	m	24.8	m	m	m	0.72	m	m
41	425	-0.17	18	29.7	34.5	24.9	1.4	0.15	12	0.01
41	425	-0.02	28	27.8	24.6	31.0	0.8	0.19	24	-0.01
42	421	-0.07	35	19.7	12.4	25.2	0.5	0.42	18	-0.05
43	420	-0.15	16	44.0	43.8	44.2	1.0	0.35	4	-0.03
44	418	-0.10	33	38.0	36.3	39.9	0.9	0.36	25	0.00
45	416	-0.19	21	39.7	37.1	42.0	0.9	0.32	7	-0.02
45	416	-0.17	17	40.7	45.4	35.8	1.3	0.42	12	0.01
46	411	-0.32	23	21.2	20.1	22.4	0.9	0.09	14	-0.07
46	411	0.05	42	17.0	16.4	17.7	0.9	0.34	23	-0.13
47	409	-0.13	28	43.7	44.6	42.8	1.0	0.53	23	-0.25
48	403	-0.30	16	15.3	8.6	22.1	0.4	0.65	6	-0.06
49	401	-0.07	27	38.8	34.4	42.8	0.8	0.23	19	-0.04
50	397	-0.16	23	38.7	42.7	34.6	1.2	0.40	9	0.01
51	386	-0.24	35	39.7	41.0	38.5	1.1	0.38	32	-0.04
51	386	-0.31	18	34.4	28.5	39.5	0.7	0.52	15	-0.12
52	384	-0.18	30	24.2	20.0	28.8	0.7	0.48	17	-0.29
53	378	0.03	22	26.4	24.7	28.1	0.9	0.92	14	-0.16
54	376	-0.31	16	26.0	23.1	29.2	0.8	0.46	14	-0.12
55	332	-0.10	13	45.7	44.7	46.8	1.0	0.54	6	-0.05

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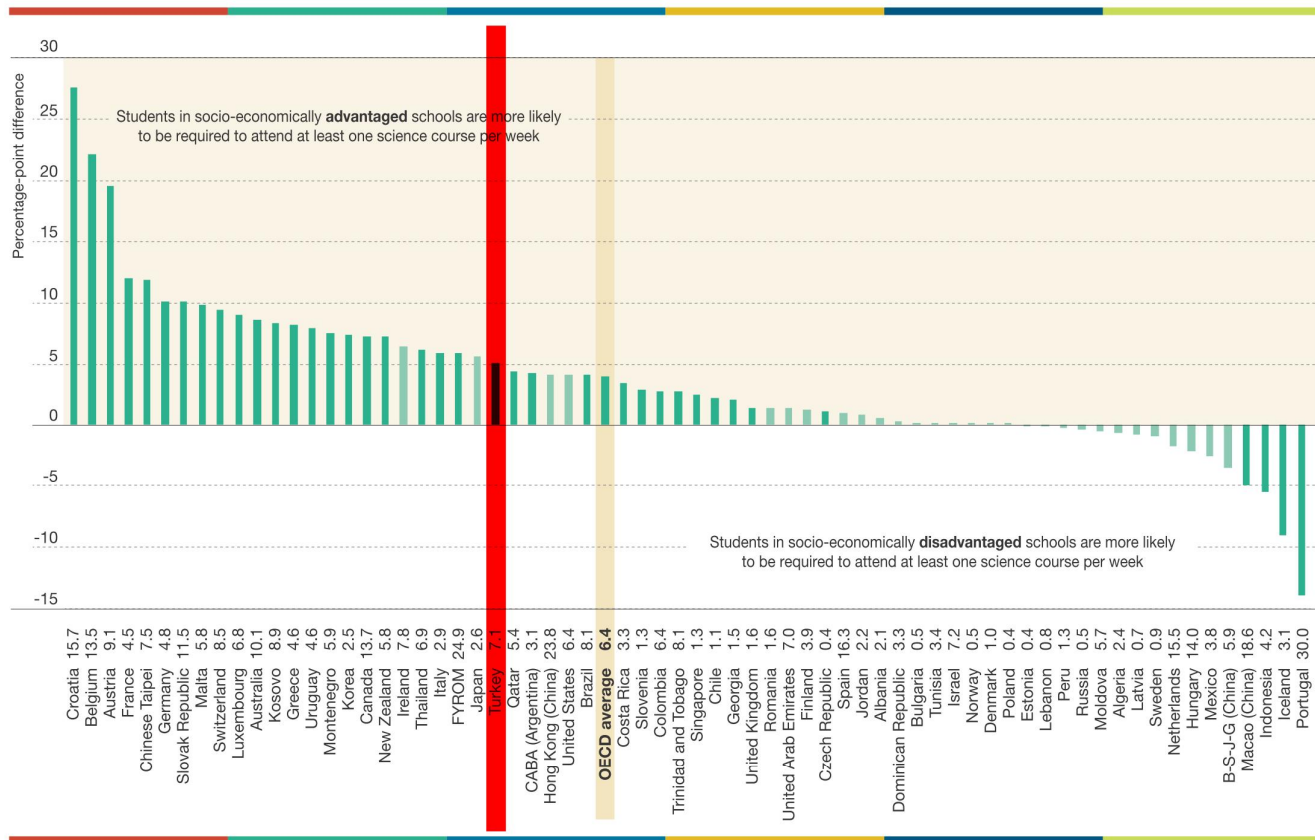
Source: OECD, PISA 2015 Database, Tables I.2.12a-b, I.3.1a-c and I.3.10a-b.

Snapshot of equity in education

		PISA 2015			
		Mean science score in PISA 2015		Coverage of the national 15-year-old population (PISA Coverage index 3)	Percentage of variation in science performance explained by students' socio-economic status
		Rank	Mean	Mean index	%
	OECD average		493	0.89	12.9
1	Singapore	1	556	0.96	17
2	Japan	2	538	0.95	10
3	Estonia	3	534	0.93	8
4	Chinese Taipei	4	532	0.85	14
5	Finland	5	531	0.97	10
6	Macao (China)	6	529	0.88	2
7	Canada	7	528	0.84	9
8	Viet Nam	8	525	0.49	11
9	Hong Kong (China)	9	523	0.89	5
10	B-S-J-G (China)	10	518	0.64	18
11	Korea	11	516	0.92	10
12	New Zealand	12	513	0.90	14
13	Slovenia	12	513	0.93	13
14	Australia	13	510	0.91	12
15	United Kingdom	14	509	0.84	11
16	Germany	14	509	0.96	16
17	Netherlands	14	509	0.95	13
18	Switzerland	15	506	0.96	16
19	Ireland	16	503	0.96	13
20	Belgium	17	502	0.93	19
21	Denmark	17	502	0.89	10
22	Poland	18	501	0.91	13
23	Portugal	18	501	0.88	15
24	Norway	19	498	0.91	8
25	United States	20	496	0.84	11
26	Austria	21	495	0.83	16
27	France	21	495	0.91	20
28	Sweden	22	493	0.94	12
29	Czech Republic	22	493	0.94	19
30	Spain	22	493	0.91	13
31	Latvia	23	490	0.89	9
32	Russia	24	487	0.95	7
33	Luxembourg	25	483	0.88	21
34	Italy	26	481	0.80	10
35	Hungary	27	477	0.90	21
36	Lithuania	28	475	0.90	12
37	Croatia	28	475	0.91	12
38	CABA (Argentina)	28	475	1.04	26
39	Iceland	29	473	0.93	5
40	Israel	30	467	0.94	11
41	Malta	31	465	0.98	14
42	Slovak Republic	32	461	0.89	16
43	Greece	33	455	0.91	13
44	Chile	34	447	0.80	17
45	Bulgaria	35	446	0.81	16
46	United Arab Emirates	36	437	0.91	5
47	Uruguay	37	435	0.72	16
48	Romania	37	435	0.93	14
49	Cyprus ⁵	38	433	0.95	9
50	Moldova	39	428	0.93	12
51	Albania	40	427	0.84	m
52	Turkey	41	425	0.70	9
53	Trinidad and Tobago	41	425	0.76	10
54	Thailand	42	421	0.71	9
55	Costa Rica	43	420	0.63	16
56	Qatar	44	418	0.93	4
57	Colombia	45	416	0.75	14
58	Mexico	45	416	0.62	11
59	Montenegro	46	411	0.90	5
60	Georgia	46	411	0.79	11
61	Jordan	47	409	0.86	9
62	Indonesia	48	403	0.68	13
63	Brazil	49	401	0.71	12
64	Peru	50	397	0.74	22
65	Lebanon	51	386	0.66	10
66	Tunisia	51	386	0.93	9
67	FYROM	52	384	0.95	7
68	Kosovo	53	378	0.71	5
69	Algeria	54	376	0.79	1
70	Dominican Republic	55	332	0.68	13

Countries/economies with higher performance or greater equity than the OECD average						
Countries with values not statistically different from the OECD average						
Countries/economies with lower performance or less equity than the OECD average						
Inclusion and fairness indicators			Difference between PISA 2006 and PISA 2015 (PISA 2015 - PISA 2006)			
Score-point difference in science associated with one-unit increase on the ESCS' index	Percentage of resilient students ³	Difference in science performance between immigrant and non-immigrant students, after accounting for ESCS and language spoken at home ⁴	Percentage of variation in science performance explained by students' socio-economic status	Score-point difference in science associated with one-unit increase on the ESCS index	Percentage of resilient students	Difference in science performance between immigrant and non-immigrant students, after accounting for ESCS and language spoken at home
Score dif. ²	%	Score dif.	% dif.	Score dif.	% dif.	Score dif.
38	29.2	19	-1.4	0	1.5	-6
47	48.8	-13	m	m	m	m
42	48.8	53	1.6	2	8.2	m
32	48.3	28	-1.0	2	2.0	-2
45	46.3	m	1.0	2	2.0	m
40	42.8	36	1.8	10	-10.4	-11
12	64.6	-19	-0.1	0	5.8	-2
34	38.7	-5	0.3	1	0.7	-11
23	75.5	m	m	m	m	m
19	61.8	-1	-1.5	-8	-0.7	10
40	45.3	135	m	m	m	m
44	40.4	m	3.1	13	-3.2	m
49	30.4	-3	-2.0	0	-4.7	-9
43	34.6	14	-4.0	-5	4.3	1
44	32.9	-13	-0.4	2	-0.2	-8
37	35.4	15	-2.9	-8	5.0	9
42	33.5	28	-4.0	-5	8.7	7
47	30.7	23	-3.8	3	-1.3	-10
43	29.1	16	-0.7	0	1.2	-20
38	29.6	3	-0.5	1	0.4	6
48	27.2	28	-0.7	2	1.4	-32
34	27.5	38	-3.6	-7	7.9	7
40	34.6	m	-1.4	0	3.2	m
31	38.1	8	-1.4	3	4.4	-49
37	26.5	23	-0.4	1	9.3	8
33	31.6	-5	-6.0	-13	12.3	-10
45	25.9	18	0.1	0	-2.2	-17
57	26.6	20	-1.9	5	3.0	10
44	24.7	40	1.2	6	0.6	13
52	24.9	2	2.7	1	-3.9	-20
27	39.2	26	0.9	3	10.7	-23
26	35.2	14	-0.5	-4	6.0	7
29	25.5	5	-0.9	0	-1.0	-4
41	20.7	22	-1.7	2	1.5	-16
30	26.6	11	-0.6	-1	2.8	-32
47	19.3	-11	0.3	2	-6.7	-13
36	23.1	2	-2.6	-2	-2.1	11
38	24.4	14	-0.1	3	-0.5	7
37	14.9	15	m	m	m	m
28	17.0	53	-2.6	-3	-1.8	24
42	15.7	-9	0.9	0	2.3	1
47	21.8	-5	m	m	m	m
41	17.5	40	-3.6	-4	-2.8	m
34	18.1	14	-2.1	-2	-2.3	5
32	14.6	21	-6.4	-6	-0.4	m
41	13.6	49	-6.3	-7	4.1	m
30	7.7	-77	m	m	m	m
32	14.0	11	-1.6	-2	-1.8	m
34	11.3	m	-1.5	-1	4.8	m
31	10.1	1	m	m	m	m
33	13.4	0	m	m	m	m
m	m	m	m	m	m	m
20	21.8	22	-6.1	-7	-1.4	21
31	12.9	19	m	m	m	m
22	18.4	-8	-6.5	-5	-5.2	m
24	9.4	6	m	m	m	m
27	5.7	-77	2.4	15	4.9	-19
27	11.4	60	3.1	4	0.3	m
19	12.8	57	-5.2	-5	-1.9	-21
23	9.4	-7	-2.6	-1	1.8	12
34	7.5	4	m	m	m	m
25	7.7	-2	-1.6	0	-6.6	13
22	10.9	m	3.5	1	-4.1	m
27	9.4	64	-4.5	-1	-0.9	30
30	3.2	29	m	m	m	m
26	6.1	18	m	m	m	m
17	4.7	50	0.1	-2	-11.7	-20
25	4.1	23	m	m	m	m
18	2.5	28	m	m	m	m
8	7.4	33	m	m	m	m
25	0.4	26	m	m	m	m

Results based on students' self-reports



Notes: Statistically significant differences are marked in a darker tone.

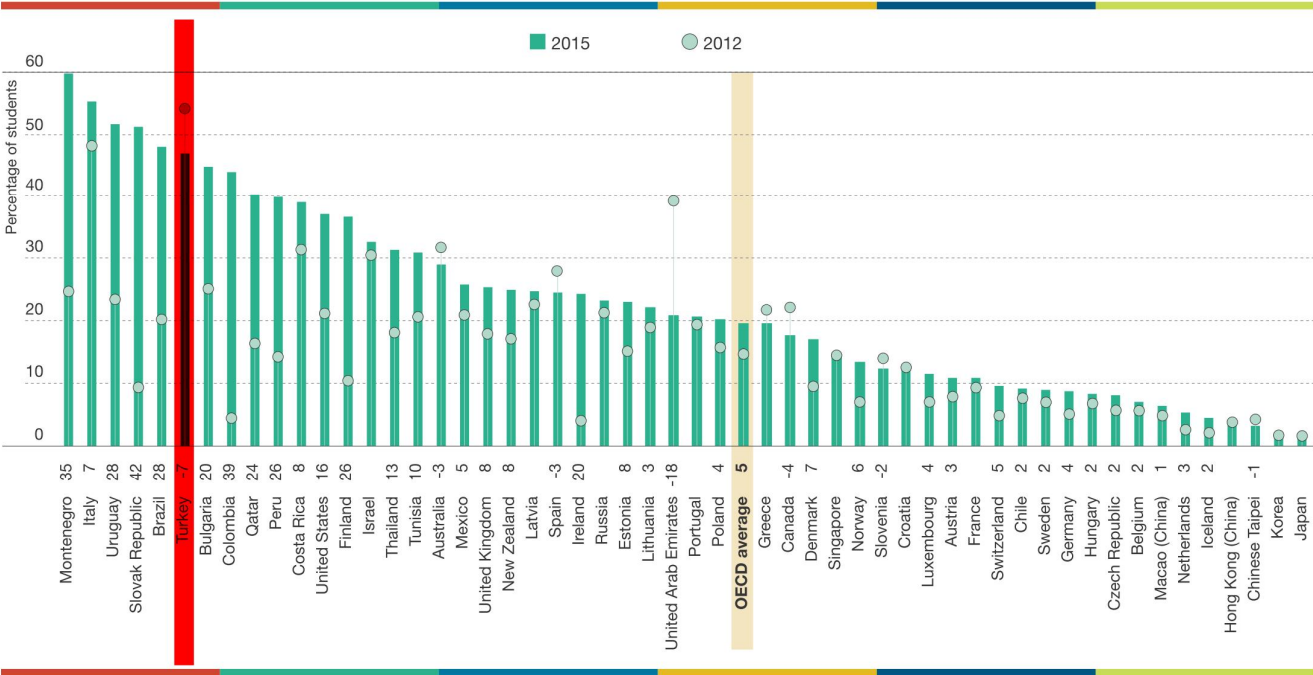
The percentage of students who are not required to attend any science course is shown next to the country/economy name.

Countries and economies are ranked in descending order of the percentage-point difference between students in socio-economically advantaged and disadvantaged schools who are required to attend at least one science course per week.

Source: OECD, PISA 2015 Database, Table II.2.3.

Change between 2012 and 2015 in student truancy

Percentage of students who reported that they had skipped a day of school in the two weeks prior to the PISA test

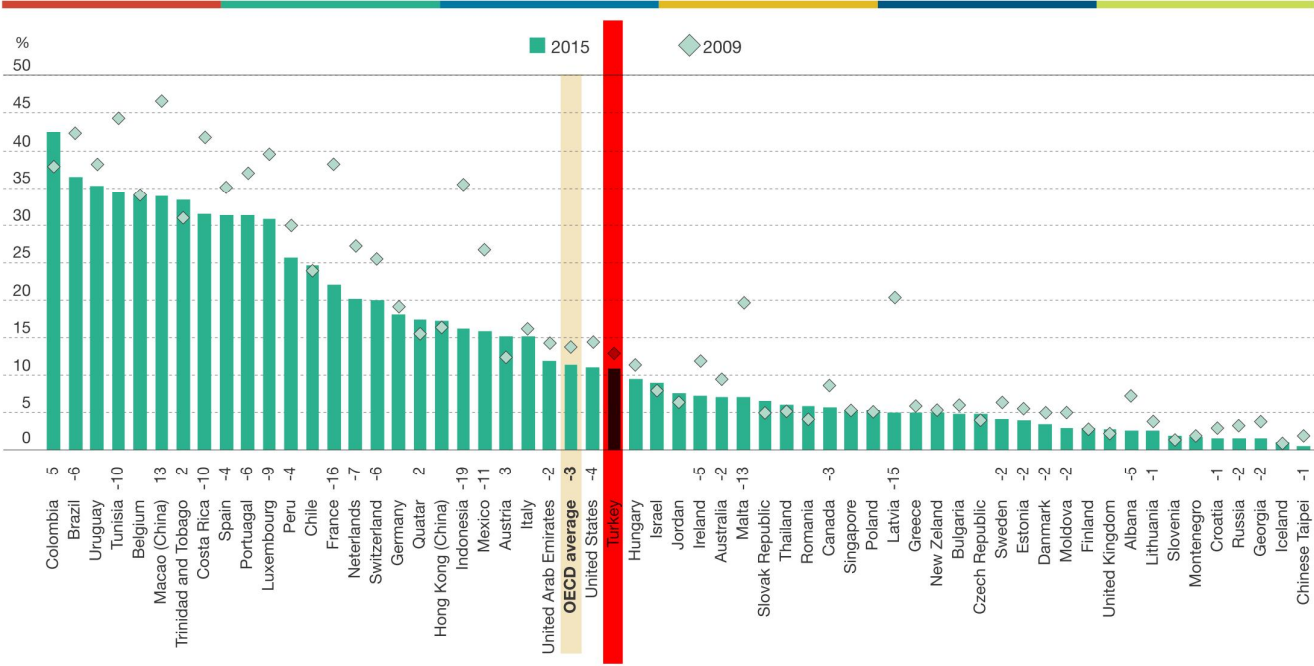


Notes: Only countries/economies that participated in both 2012 and 2015 PISA assessments are shown.
 Only percentage-point differences between PISA 2012 and PISA 2015 that are statistically significant are shown next to the country/economy name.
 Countries and economies are ranked in descending order of the percentage of students who had skipped a whole day of school at least once in the two weeks prior to the PISA test, in 2015.

Source: OECD, PISA 2015 Database, Tables II.3.1, II.3.2 and II.3.3.

Change between 2009 and 2015 in grade repetition rates

Percentage of students who had repeated a grade in primary, lower secondary or upper secondary school



Notes: Statistically significant differences are shown next to the country/economy name.

Only countries and economies with comparable data from PISA 2009 and PISA 2015 are shown.

For Costa Rica, Georgia, Malta and Moldova, the change between PISA 2009 and PISA 2015 represents the change between 2010 and 2015 because these countries implemented the PISA 2009 assessment in 2010 as part of PISA 2009+.

Countries and economies are ranked in descending order of the percentage of students who had repeated a grade in 2015.

Source: OECD, PISA 2015 Database, Tables II.5.9, II.5.10 and II.5.11.